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ABSTRACT

Two major areas of concern related to the education and vocational training of migrant workers and their families are concentrated on in this report: the implementation of action programmes, and the preparation and application of community instruments. Specific regulations and directives of the Council are summarized, showing the intent to facilitate access to the general education, apprenticeship, and vocational training of migrants, and the progress of community efforts to meet those objectives. Studies of the programmes, which were the result of the resolutions and directives, and pilot schemes which have been completed, are described in detail. Funding by the European Social Fund which subsidizes expenditures made by public and private organizations for childrens' educational programs, adult language and vocational training, and teacher and welfare worker training is explained. Methods of exchanges of information on educational programmes between member countries are reviewed, with information given on discussions of experts on reception systems and methods, methods of teaching mother tongues, basic training, and continuous teacher training. Employment statistics on foreign workers and their children are included from member states, along with information of pupil nationality, age, and level of education. (JD)

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CONTRIBUTION TO THE STANDING CONFERENCE OF EUROPEAN MINISTERS OF EDUCATION FROM THE EUROPEAN COMMISSION

ACTIVITIES FOR THE EDUCATION AND VOCATIONAL TRAINING OF MIGRANT WORKERS AND THEIR FAMILIES IN THE EUROPEAN COMMUNITY

RC 012437

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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The European Communities' activities for the cultural education and vocational training of migrant workers and their families are being pressed forward on two fronts : the implementation of action programmes and the preparation and application of Community instruments.

There are two action programmes on the training of adults and children's education : the action programme in favour of migrant workers and their families of December 1974 and the action programme in the field of education adopted by the Resolution of the Council and the Ministers of Education meeting within the Council of 9 February 1976.

Council Regulation (EEC) Nº 1612 of 1968 on freedom of movement for workers and their families within the Community lays down adults' rights to vocational training and children's rights to education. A Directive on the education of the children of migrant workers was adopted by the Council on 25 July 1977.

1. IMPLEMENTATION OF THE ACTION PROGRAMMES

From 1975 to 1978 the Commission concentrated its efforts mainly on the education of migrant workers' children. Changes in school structures and teaching methods seem essential if the Community is to avert the risk of creating a large sub-proletariat with no chance of integrating itself into the social and economic life of the host environment.

Although attending to most urgent matters first, the Commission has not lost sight of the measures intended to fill the gap in vocational and linguistic training for migrant workers and their families. Work is in progress on organising a system of (paid) credit hours for migrant workers and suitable linguistic and vocational training.

Vocational guidance for young migrants is a problem giving particular cause for concern since too many adolescents leave school without having reached a level of education adequate to enter vocational training courses.

Moreover, it has been ascertained that modern language courses for adults are usually intended for an educated public. Very little material has been produced for adults with little schooling and no experience of learning a foreign language.

However good the language courses organized for migrant workers on arrival, they normally only provide a basic understanding of working and safety procedures and give no access to continuous training. In 1978/79 the

Commission will endeavour to take stock of existing measures and draw conclusions from experience gained. From 1980 onwards it expects to launch a number of pilot schemes.

This report will only deal with children's education and linguistic training for adults.

1.1. Social action programme

In its Resolution of 21 January 1974 concerning a social action programme for the period 1974-1976, the Council of Ministers of the European Communities included among its priorities the preparation of an action programme for migrant workers and their families, to comprise the training and education of migrant workers' children (OJ C 13/1 of 12 February 1974).

This Council Resolution concerns all migrant workers, whether nationals of Member States or third countries, save for certain aspects concerning freedom of access to employment and social security. With a view to implementing the Resolution, the Commission presented an action programme in favour of migrant workers and their families in December 1974 (Bulletin of the European Communities, Supplement 3/76). The Council took note of the programme in its Resolution of 9 February 1976 (OJ C 34/2 of 14 February 1976). The action programme contains a series of practical measures covering both the education of migrant workers' children and vocational and linguistic training for migrant workers and their families.

1.1.1. Studies

The European Centre for the Development of Vocational Training is contributing towards the funding of experimental research on the occupational situation of young migrants in the Federal Republic of Germany.

By the end of 1979 information gathered from 2.800 young migrants aged 14-25 should give a better understanding of the main problems facing the children of migrant workers, particularly those who, in current circumstances, have no access to vocational training. The methods and facilities developed for this research could later be used (but at less expense) for similar surveys in other Community countries.

Problems connected with the social and occupational integration of migrant workers have been studied by ISFOL (Istituto per lo sviluppo della formazione prefessionale dei lavoratori - Institute for the Development of Workers' Vocational Training), Rome, with the assistance of MEDI (an Italian organization with experience in the use of educational techniques). The research was carried out among Italian workers who had emigrated to the Federal Republic of Germany.

An experiment is still continuing at the present time on the use of educational materials (multi-media set) specially designed for the teaching of German to workers with very little education. By acquiring a basic knowledge of the language they should be able to benefit from preliminary vocational guidance and training. At a later stage these teaching materials could be adapted to the needs of migrant workers from different countries.

1.1.2. European Social Fund

By the Council Decision of 27 June 1974 (OJ L 185/20 of 9 July 1974), extended by the Council Decision of 20 December 1977 (OJ L 337/12 of 27 December 1977), the Commission was authorized to provide assistance from the European Social Fund for additional expenditure incurred by the Member States in providing teaching adapted to the requirements of migrant workers' children. The Social Fund may also provide support for training and refresher courses for social workers and teachers responsible for the education of migrant workers' children. Assistance from the Social Fund may only cover half the expenditure resulting from the measures carried out by public or private organizations.

Aid from the Social Fund for migrant workers has been used almost entirely for cultural and vocational training programmes for migrant workers and their families.

Projects assisted in 1977 contributed to the education of approximately 80.000 migrant workers' children, language and further vocational training courses for about 150.000 adult migrants and training for 3.250 teachers and welfare workers. The number of migrant workers benefiting from programmes launched in 1977 but approved earlier may be estimated at 150.000.

In 1978 assistance for migrant workers from the Social Fund will be granted along the same lines. The Guidelines for the Management of the European Social Fund during the period 1979 to 1981 (OJ C 116/2 of 19 May 1978) established priorities.

In addition to assistance granted pursuant to the above mentioned Council Decisions, the Social Fund may also subsidize studies and pilot schemes with a view to guiding the Council and the Commission in their choice of future fields of intervention and promoting more efficient use of funds available. Seven studies and pilot schmes have been completed :

A- Training for bilingual (Italian/German) teachers and organizers - pilot scheme carried out by the Institute for the Training and Guidance of Migrant Workers, Rome, endorsed by the Italian Ministry for Labour and Social Security.

B- Training and socio-cultural advancement courses for migrant workers in an urban community ; scheme carried out in 1974 by CASI (Centre d'Animation Sociale Italien - Italian Centre for Social Advancement), Brussels.

C- Educational and vocational training for Italian migrant workers' children in the Saar and the Moselle, by the Institut für Sozialforschung und Sozialwirtschaft (Institute for Social Research and Social Economics), Saarbrücken, and the Centre d'Information et d'Etudes Humaines (Information and Social Studies Centre), Metz.

D- Outline of an inter-cultural methodology for training teachers and welfare workers dealing with migrant workers, developed on the basis of surveys and experimental schemes by IRFED (Institut International de Recherche et de Formation - International Research and Training Institute), Paris.

E- Study of the needs of Italian migrant workers as regards socio-economic integration and linguistic and vocational training, by CEPPAC, Brussels.

F- Preparation and adaptation of visual aids covering sixteen initial topics corresponding to the most urgent needs of first time migrants : introduction to social life, primary structures for comprehensible linguistic expression, by AMANA, Paris.

G- Preparation of a teacher training programme on the adaptation and vocational preparation of migrant workers, by the Centre de préformation (Vocational Preparation Centre), Marseille.

1.2. Action programme in the field of education

The Council Resolution of 9 February 1976 defines the measures adopted by the Ministers of Education at their meeting on 18 December 1975 (OJ C 38/1 of 19 February 1976).

The Member States undertook :

- to organize and develop reception education, including intensive teaching of the language or languages of the host country ;
- to facilitate, in a suitable manner, teaching of the children's mother tongue and culture - if possible in school time and in liaison with the country of origin ;
- to develop information for families on the training and educational opportunities available to them.

The first two measures were contained in Directive 77/486/EEC of 27 July 1977 (see 2.2.).

The Member States have reported to the Council on the steps they have recently taken to provide information for families. Measures for which the Commission is responsible include a study programme, exchanges of information and pilot schemes, which will be described in detail.

1.2.1. Exchanges of information

In order to guide its own actions and encourage exchanges of information, the Commission has organized many meetings of experts. In 1974, the experts discussed reception systems and methods, and in 1975, methods of teaching the mother tongue, basic training and continuous teacher training. Meetings in 1976 were devoted to pre-school education and educational and vocational guidance for foreign children, and an exchange of views between representatives from the European Schools, international schools and national schools abroad.

In May 1976, AIMAV, an international association for applied linguistics based in Ghent university, organized a symposium under Commission auspices at which linguists, sociologists and teachers from many countries - in particular the United States and Canada - compared views on these questions (Mr. De Grève and Mr. Rosseel : Linguistic problems of migrants workers' children, Brussels, 1977). In 1977 the experts discussed the question of vocational and preparatory vocational training for young migrants. A series of symposia are planned for 1978 and 1979 (see paragraph 1.2.4.).

1.2.2. Studies

Studies have been entrusted to various experts and research institutions. In 1975-76, AIMAV made a study of the linguistic problems of migrant workers' children. This study reviews present research on the learning by foreign children of the language of the host country, the function of the mother tongue, the linguistic and socio-linguistic aspects of the bilingualism of migrant workers' children (see "Children of migrant workers", EEC Commission, Education Series Nº 1, 1977, p. 11).

Educational and vocational guidance for migrant worker's children

Five studies provide a detailed analysis of the educational and vocational guidance methods for foreign children applied in Bradford, Brussels, Liège, Mönchengladbach and Roubaix.

The system used at Bradford is very comprehensive. Children with no - or very little - knowledge of English are sent to reception centres. The guidance department opens a file in the name of each child aged 14 or over. Young people are helped to choose courses of study or apprenticeships, or in seeking their first job. The department also offers assistance to youngsters who wish to continue their studies on a full-time or part-time basis, change jobs or apply for a study grant.

The 10 190 immigrant children represent 17.4 % of the school population in Bradford ; 202 specialized teachers supplement the normal teaching complement to ensure that these children integrate into the English school system. The guidance department has 19 counsellors and 10 assistants.

The study on Brussels explains how the Belgian psycho-medico-social centres operate. They are independent of the schools, and undertake educational and vocational guidance for children aged three years and over up to the end of secondary school. The report notes the good results obtained in nursery school with infant foreigners born in Belgium or entering before the age of four. It deplores the lack of special teaching facilities for new arrivals aged 8 - 14. Guidance for foreign pupils who have already attended school has given satisfactory results.

The study on Liège compares the progress in school of Belgian and foreign children. On average, the foreign children are 12 months behind. Apart from this lag, which is accounted for by inadequate knowledge of French, progress at school of both Belgian and foreign children is strictly determined by the socio-cultural level of their families. A more detailed study of the academic progress of 435 children in first-year primary school showed that children from modest socio-cultural backgrounds had serious difficulties from their first months at school.

The main difficulty lies in the comprehension of words and sentences ; remedial teaching experiment in three classes had spectacular success. The most disadvantaged obtained better results than the average for the reference group. Continuous assessment followed by immediate corrective measures, i.e., teaching centred on the subjects learning abilities, is therefore a perfectly valid method of bringing disadvanged children to a normal educational level.

The study on the Mönchengladbach/Cologne area looks into vocational training for migrant workers' children in the Federal Republic of Germany. Only 30 % of foreign adolescents obtain the school leaving certificate (Hauptschulabschluss) and barely 3-4 % enrol in vocational training courses, whilst

the number following full-length secondary studies is insignificant. The study proposes a series of measures to improve guidance for foreign adolescents from modest backgrounds. It particularly recommends preparatory full-time vocational training. Many foreign children do not join their parents until they have completed compulsory schooling in the country of origin ; this makes access to vocational training extremely difficult, if not impossible.

The Roubaix study analyses the progress of secondary school pupils in a very poor district of the town. Of the 812 pupils, 361 are French nationals, 243 of foreign origin born in France, and 208 are foreigners born outside France. All are from modest socio-cultural backgrounds. A painstaking analysis of their progress at school and at various stages in the guidance process revealed that apart from backwardness in learning due to language difficulties, there was no significant difference between French and foreign children. The percentage of pupils graduating from the easier to the more demanding curricula is the highest among foreigners born outside France. Migrants' educational ambition is more marked than that of nationals ; 50 % of migrant children enrol in long courses after the fourth year, as compared with only 40 % of nationals.

The Commission intends to publish the Bradford report and the most striking results and conclusions of the other studies. In granting Social Fund assistance, the Commission will give special attention to preparatory vocational training experiments.

Bilingual and multilingual school programmes

The study aimed to make a contribution to the search for a bicultural educational strategy for migrants. It analyses several educational systems in which more than one working language is used.

In Luxembourg a trilingual system is in effect. Starting with Luxembourgeois, the only language authorized in nursery school, children learn German and French which gradually become working languages in primary and secondary school. In general secondary education, from the fourth year French is the only working language used. On the other hand, technical and vocational education is given in German. English is compulsory as a foreign language in intermediate schools and in the long courses in secondary school. Ladino provides another multilingual model.

The Irish and Welsh models demonstrate the different strategies that can be employed depending on whether or not pupils live in a bilingual environment. Techniques for learning the working language, and the use of this language as a means of instruction, differ according to whether the child knows both languages or only one of them when he starts school.

The J.F. Kennedy school in Berlin practises an original system. In this German-American school, non-linguistic subjects are taught in the mother tongue.

Several bicultural educational methods for migrants have also been analysed. The study concludes that a teaching system using two working languages is far from a necessary evil imposed by circumstances. If well-run, such a system can result in a thorough knowledge of both languages without overburdening the timetable or lowering standards.

Bicultural education for migrants is therefore perfectly possible where an ethnic group is sufficiently represented and where sufficiently large classes can be formed. A long tradition of bicultural education has developed various techniques for organizing this type of education. At secondary level, the teaching of migrants' languages presents fewer administrative and technical problems and can even constitute an interesting point of departure for native speakers.

Contribution of the mass media to migrants' education

In May 1976 the radio and television authorities reviewed their activities for migrants. It emerged that interesting educational programmes were being broadcast in the United Kingdom.

At the Commission's request, the BBC made a report on its educational activities for immigrants, particularly the PAROSI project. PAROSI (neighbour) is the title of an education series for adults intended to encourage women of Asiatic origin to learn English. The programme uses television, radio and 5 instructors. The role of the mass media is to provide information and motivation. The instruction proper is given by women volunteers who visit Moslem women at home and then bring them together in small groups. The Commission staff would like to bring the producers of this programme into contact with their colleagues on radio and television in the other Member States. This exchange of views could sparkoff interesting projects in other Member States. The Commission intends to support the preparation of a project of one or the other type.

Study under way and new studies

A research on vocational training for migrant workers' children is under way in the Federal Republic of Germany.

In addition, two studies are included in the 1978 programme : the first concerns the formulation of tests to check progress in learning the language of the host country by migrant children : it will be entrusted to a Dutch institution.

The second concerns the teaching of the language of the host country to migrant workers and their families. The Commission has entrusted a group of experts with the task of developing a specific strategy to teach the language of the host country to adult migrants, to facilitate social integration in the host country and promote access to continuous training.

Projects relating to cultural and vocational training for adult migrants will be carried out in close association with the European Centre for the Development of Vocational Training. The planning and processing of the studies will be discussed by representatives of the Commission and the Berlin Centre.

In 1979, the Commission hopes to finance a study on the preparation of non-verbal tests ; however, the main effort will be directed to developing school programmes designed to integrate the teaching of the language and culture of origin into the curriculum of the host country. It is essential that the national programme and the bicultural supplement for migrants should form part of the same educational process. As far as possible, the Commission will arrange for these studies to be made in schools where integrated teaching experiments are being carried out. For the preparation of these programmes, the cooperation of teachers in the host country and the country of origin will be enlisted.

1.2.3. Pilot schemes

Under the auspices of the Education Committee and with the help of the Member States, in September 1976 the Commission launched a series of pilot schemes on teacher training, reception methods and the teaching of the language and culture of origin. The purpose of these schemes is to stimulate innovation and promote the exchange of ideas.

Training of national teachers

The Directorate-General of Schools in the Ministry of Education, in collaboration with CREDIF (Study and Research Centre for the dissemination of the French Language) and CEFISEM (Centre for the Training and Information of Staff concerned with teaching migrant children), has undertaken a project to train French teachers.

Three courses were organized in the 1976-77 school year in Douai, Grenoble and Lyon. On each occasion specialists spoke about the historical, social, economic, demographic, cultural and psychological aspects of migration. The organizers prompted discussion of the general problems of children's first attendance at nursery school, reception classes and specially adapted teaching in normal classes. During the 1977-78 sessions, more stress will be laid on the pedagogical aspects, particularly the preparation of teaching material.

For 1976-77, the research workers submitted a voluminous report on the methods of work employed and the content of teaching programmes. In 1977-78, they will try to discern changes in teachers' attitudes and the way in which teaching practice has been affected.

Training of foreign teachers

This scheme is sponsored by the Nordrhein-Westfalen Ministry of Education and the Italian Consulate-General in Dortmund and has been carried out under the direction of the ALFA (Ausbildung von Lehrern für Ausländerkinder - training of teachers for immigrant children) Research Group.

The courses provided in 1976-77 were for Italian primary school teachers working in reception classes or teaching Italian in normal classes, they related to :

- the teaching of Italian : objectives, content, methods, teaching material.
- instruction in the life, culture and geography of the country of origin.
- instruction in the life and culture of the host country : educational system, physical and human geography of the host region, the place of Italian culture in the Federal Republic of Germany.

Each course consisted of :

- a preliminary session for the tutors and course leaders,
- two or three full sessions lasting five days each, interspersed with meetings of working groups (6 - 12).

The working groups prepared an impressive amount of teaching and information material.

These courses highlighted the isolation of the foreign teachers, particularly those teaching the mother tongue in afternoon classes. Coordination of teaching methods is essential not only at reception class level but also in the approach to the curriculum for the simultaneous teaching of German and the mother tongue.

The courses provided in 1977-78 are intended for Greek teachers.

The results obtained have been so good that these courses should clearly be institutionalized. Working groups (methodischdidaktische Arbeitsgemeinschaften) attached to the institutions providing in-service teacher training for nationals would be an ideal solution. Foreign teachers should also have the opportunity to undertake in-service training ; projects of this kind are eligible for aid from the Social Fund.

The Genk/Waterschei scheme

This pilot scheme, which is being implemented in first year primary classes, has four objectives :

- intensive tuition in Dutch ;
- maintenance of fluency in the mother tongue ;
- integration into the host environment ;
- acquisition of the basic skills - reading, writing and arithmetic - under optimum conditions.

Pupils' knowledge of the languages concerned was tested at the beginning of the project. Since then, their progress in both Dutch and the mother tongue has been checked regularly. The same tests were administered to two control groups.

The foreign pupils in the experimental group at Waterschei (82 % immigrants) have made clear progress in vocabulary, command of the spoken language and reading. Their progress in the written language has been less marked. The Belgian pupils' results were slightly better than those of the control group, while in the case of the immigrants, the provision of tuition in their mother tongue has had a positive influence on their progress in Dutch. The tests relating to the mother tongue are still being processed.

The immigrant pupils feel much encouraged by the fact that their language is taught at school. The school is now their school too.

At the Genk school (45 % immigrants), school, non-school and abstract vocabularies have been tested. The immigrants are expected to equal the Belgian pupils before long in school and abstract vocabulary, but to catch up much more slowly in non-school vocabulary. The weaker pupils have made greater progress relative to their starting point than the others. The results obtained by Belgian pupils in the experimental classes were higher than predicted by the test authors.

The encouraging results of the Genk/Waterschei experiments can be explained by thorough coordination of the work of class teachers and foreign teachers and very effective educational and methodological back-up.

In the 1977-78 schoolyear, immigrant children in the final year of nursery school will be given stimulation exercises in the fields of spoken language, perception and motor skills. Tuition in the language and culture of immigrants' country of origin is being continued into the second year of primary school.

The Leiden scheme

The aim of this scheme is to perfect a system for the reception of new arrivals. Moroccan and Turkish children are first located by the town's immigration department, then brought together, withthe agreement of their parents, in a school acting as a reception centre.

For an initial period of around 20 days, the children are taught exclusively by someone of their own nationality. Tuition in Dutch begins on a modest level and for short periods only but then gradually builds up to become highly intensive. The aim is to enable the pupils to join a class of their own age-group in a neighbourhood school after some two years.

A questionnaire was sent to Dutch parents, of whom 88 % have replied. Of the replies, 85 % were favourable to the pilot scheme.

The active phase of the project only began in February 1977 and it is still too early for an evaluation to be made.

The Paris scheme

Fifteen experimental classes have been spread over a total of seven schools, divided up as follows :

- 4 Spanish classes
- 5 Italian classes
- 4 Portugese classes
- 2 Serbo-Croat classes.

Three hours' tuition a week in the mother tongue have been incorporated in the timetables of these classes.

The aim of tuition in the language, life and culture of the country of origin is to improve pupils' chances of reintegration should they return there, keep them in closer touch with their family environment, give them a clearer view of the values of the host country and make the learning process - particularly as regards the French language - easier for them.

Systematic efforts have been made to awaken French teachers, pupils and parents to the implications of the presence of immigrant pupils. Studies of two types have been carried out on the basis of a behavioural analysis of the immigrant pupils :

- a description of the behaviour of each pupil in various class and play situations,
- an analysis of behaviour in terms of nationality, school attended and judgements made by French teachers and foreign teachers on the same children.

Interesting divergences have been found between the assessments made by French class teachers and those made by foreign teachers on the basis of the same analytical framework.

The pupils' performance in learning their mother tongue has been tested and the data is currently being processed.

In the early stages of the preparatory discussions, the French teachers expressed a marked hostility towards the project. A survey carried out in March 1977, however, revealed that 80 % of teachers were in favour of tuition in the mother tongue for immigrant pupils and of those in favour, 89 % went so far as to advocate that this tuition should be continued in the secondary school. These same teachers are much less enthusiastic when multi-lingual teaching disturbs their timetables and necessitates adjustments in school routines.

A survey carried out among French parents, again in March 1977, revealed that 80 % of families were favourable in principle to the provision of

tuition in immigrant children's mother tongue, but only 36 % wanted this to take place at school. In short, distinct reservations become evident as soon as there is any question of taking up valuable school time. It should, however, be noted that the results of the March 1977 survey are markedly different from those of a survey carried out in 1974, which indicated that only 24 % of French people favoured the idea of providing migrant workers' children with tuition in their mother tongue.

A survey is currently being carried out among immigrant parents.

The Bedford experiment

In four primary schools in Bedford, italian and pundjabi are taught for five hours per week to about a hundred Italian and Pundjabi pupils.

The objectives of the experiment are the same as in Paris.

It was not possible to make a systematic evaluation of the pilot projects during the first year, but this is now in the hands of the Cambridge Institue of Education.

It is too early at this stage to assess the results of the project. The evaluation exercise will seek to assess a number of different aspects, including the effect of the projet on the following :

- the cognitive development of the migrant child ;
- the enhancement or otherwise of his self-image, and his relationships with fellow pupils and teachers ;
- the attainment of a basic degree of literacy in the mother tongue ;
- the general educational development of the child and his integration in the school system.

Comparative evaluation of the pilot schemes

The Commission has asked the ALFA Group (Universität Esse, - University of Essen - Pädagogische Hochschule Köln/Neuss - Cologne Neuss College of Education) to carry out a comparative study of the pilot schemes in Paris, Bedford, Hasselt and Leiden, and more specifically of their approaches to the reception of immigrants and the methods used for teaching the language and culture of the country of origin. The researchers will evaluate the educational, linguistic and social aspects of the schemes, taking into account the training of the teachers participating. They will be entirely at liberty to consider any other schemes either inside or outside the Community which appear significant to them. The Commission will supply any information they may require on the schemes supported by the Social Fund. Provision has also been made for collaboration with the Council of Europe.

The final report will be submitted to the Commission in April 1980.

New pilot schemes

Two new schemes will be launched in 1978 : one, in Luxembourg, will relate to reception methods in a multilingual environment and the other, in Denmark, to reception methods in regions with a low density of immigrants. It may well be possible to bring the first results of these schemes into the ALFA Group's comparative study.

The 1979 programme provides for a substantial increase in the funds available for pilot schemes. The planned duration of the Bedford, Leiden, Genk/Waterschei and Paris schemes was three years ; however, the Leiden scheme only began in February 1977 and will probably have to be extended in 1979 - 1980. In Genk/Waterschei, a bicultural scheme may take over from the present scheme. In the case of the Bedford scheme, a fourth year will probably be required because the work of evaluation was begun late.

The four schemes currently under way and the small number of new schemes planned cannot hope to cover the whole range of situations which may arise in connection with the reception of immigrants and the provision of tuition in their mother tongue and culture. The ALFA Group's study will set these schemes in a broader context and explore both the nature of the problems involved and the advantages and disavantages of the solutions proposed.

The following projects are under consideration for the 1979-80 school year :

- tuition in the mother tongue and culture : a second scheme in the United Kingdom and a new scheme in France ;
- reception methods : a second scheme in the Netherlands ;
- teacher training : a four-month course for some thirty Italian teachers preparing to teach Italian language and culture in German Grundschulen (primary schools) and Hauptschulen (lower secondary schools) ; a scheme designed for Belgian teachers.

1.2.4. Seminars

An extensive programme of seminars is planned for 1978 and 1979.

The aim is to provide an opportunity for an exchange of view between teachers, researchers and administrators on the methods to be used to achieve the objectives laid down in Directive 77/486.

The Commission proposes to organize a meeting in May/June 1979 between those responsible in France and Germany for pilot schemes concerned with teacher training. Experts from the other Member States will be invited to participate in this exchange of views regarding the problems involved in organizing, programming and evaluating training courses for the various categories of teachers responsible for immigrant children.

The Genk/Waterschei, Paris, Bedford and Leiden schemes will form the subject of four seminars in 1978, 1979 and possibly 1980.

The seminar on the Genk/Waterschei scheme was held on 20-22 June 1978 at the Centre Universitaire du Limbroug in Hasselt. Those in charge of the scheme and the researchers responsible for its evaluation put up for discussion the objectives of the project, their working and evaluation methods and the results obtained. Participants visited the experimental classes and gave their own contributions on the theme of the seminar : the reception of immigrant children aged between 5 and 7 in the host country's educational system.

The seminar on the Paris scheme will be held in October 1978 ; its theme will be the teaching of immigrants' language and culture at primary school and it will be organized by CREDIF along similar lines to the Genk/Waterschei seminar.

The seminars on the Leiden and Bedford schemes will be held in 1979 or 1980. The theme of the Leiden seminar will be : reception methods for new arrivals, whilst the Bedford seminar will be centred on bicultural education, its role in the intellectual development of the immigrant child and the implications for school curricula.

1.2.5. Pilot schemes relating to the transition from education to working life

One of the pilot schemes proposed by Member States with a view to facilitating the transition from education to working life relates specifically to groups of young migrants, whilst others include varying proportions of foreign adolescents.

1.2.6. Cooperation with UNESCO and the Council of Europe

The Commission is closely following the progress of the pilot s emes being carried out under the auspices of the Council of Europe, both within the Community and outside. The ALFA Group is main aining direct liaison, as its comparative study (mentioned on page 12 above) also covers certain particularly significant schemes being implemented by the Member States of the Council for Cultural Cooperation.

The resolutions adopted following the ad hoc conference on the education of migrants in 1974 are still relevant today and continue to influence the work of the Commission.

Recent UNESCO meetings have been devoted to multilingual teaching, bicultural education for migrant workers' children and the role of migrant workers' associations in the education and training of these workers and their families. This work is of considerable help to the Commission in deciding which direction its activities should take.

1.2.7. Community network of information services on education

In their Resolution of 9 February 1876, the Ministers of Education of the Member States decided to set up a network of information services on education. This network will become operational in 1979. The education of migrant workers' children has been chosen as one of the priority areas for an intensive exchange of information and experience.

2. PREPARATION AND IMPLEMENTATION OF COMMUNITY INSTRUMENTS

2.1. Freedom of movement for workers who are nationals of a Member State

Regulation N° 1612 (OJ N° L 257 2 of 19 October 1968) lays down the rules governing the free movement of workers and their families within the Community.

Article 7 of this Regulation lays down that a worker who is a national of a Member State shall "by virtue of the same right and under the same conditions as national workers, have access to training in vocational schools and retraining centres". Article 12 states that "the children of a national of a Member State who is or has been employed in the territory of another Member State shall be admitted to that State's general educational, apprenticeship and vocational training courses under the same conditions as the nationals of that State, if such children are residing in its territory" and that "Member States shall encourage all efforts to enable such children to attend these courses under the best possible conditions".

Following the entry into force of Regulation Nº 1612/68, several Member States had continued to deny migrant workers' children the study grants or scholarships normally accorded to their own nationals, or to make these dependent on a qualifying period of 3 to 5 years. The judgments of the Court of Justice in Cases 9/74 and 68/74 removed any doubt as to the interpretation of Article 12. This applies not only to rules relating to admission per se but also to general measures, including financial aids, intended to facilitate educational attendance. Grants, scholarships and all other types of aid, both direct and indirect, which are intended to facilitate access to general education, apprenticeship and vocational training courses must therefore be accorded to the children of workers from other Member States under the same conditions as to nationals of the Member State in question.

The Commission has organized three meetings of Government experts (in April 1975, January 1978 and May 1978) with a view to reaching agreement on the action to be taken in the light of the Court's judgments. Difficulties have arisen in the interpretation of certain concepts. What, for instance, is the exact definition of the term "child" ? What is the scope of the phrase "general education, apprenticeship and vocational training courses" and under what circumstances is a child deemed to be "residing" in the territory of a particular state ? Certain problems such as those relating to students who are the spouses of migrant workers or the children of self-employed persons will have to be solved outside the scope of Regulation Nº 1612/68.

The study on vocational guidance mentioned on p. 5 revealed the difficulties experienced by very many foreign workers' children in obtaining job qualifications. Failure at school is not the only reason for this. In a period of economic crisis, foreign adolescents have very little chance of being accepted for an apprenticeship. Where nationals of Member States are concerned, this de facto discrimination is contrary to both the spirit and the letter of Regulation Nº 1612. Where nationals of non-member countries are concerned, it is contrary to the Resolution of 21 January '74.

2.2. Directive on the education of the children of migrant workers

On 25 July 1977, the Council adopted Directive 77/486/EEC on the education of the children of migrant workers who are nationals of a Member State (OJ Nº L 199 of 6 August 1977 p. 32).

This Directive requires the host country to provide tuition to facilitate initial reception, including, in particular, the teaching - adapted to the specific needs of these children - of the official language, or one of the official languages, of that country. The host country must also ensure that both initial and further training is provided for the teachers who are to be responsible for the education of migrant workers' children.

Finally, the Directive requires the host country to take appropriate measures, in cooperation with the country of origin, to promote the teaching of immigrant children's mother tongue and culture. This must be coordinated with normal education - i.e., it must be fully integrated into the curriculum.

The Directive only has binding force in respect of children who are dependents of nationals of another Member State who either are or have been employed in the State where the children are resident. However, the Council adopted a declaration confirming its political resolve - and that of the Member States - to achieve the objectives laid down in the Directive for all categories of immigrants.

No-one now disputes that the successful integration of immigrants into the host countries' schools requires special education measures. The great innovation of recent years is that the mother tongue is now regarded as a significant component of the child's personality, which is crucial to his psychological wellbeing and facilitates integration into a new environment.

Following on Resolution Nº 2 of the Ninth Session of the Standing Conference of European Ministers of Education (Stockholm 1975) and the Resolution adopted by the Council and the Ministers of Education meeting within the Council on 9 February 1976, Directive 77/486 represents a major step towards the creation of educational structures capable of meeting the specific needs of migrant workers''children.

More than half the 2 000 000 immigrant children attending schools in the Community fail, on completing their compulsory schooling, to obtain the qualification necessary to undertake advanced secondary education, technical education or vocational training. The proportion of migrant workers' children going on to apprenticeships or long-cycle secondary education varies, depending on country and region, between 3 % and 30 % (cf. studies on educational and vocational guidance for migrant workers' children). Every year, therefore, more than 100 000 migrant workers' children leave school without any job qualification and with no hope of obtaining one. Unless the Member States take immediate action on a scale commensurate with the number of immigrants, their educational systems will continue to filter out second-generation migrants into a sub-proletariat whose resentment will rapidly create an explosive situation.

Additional measures

The obligation to provide tuition to facilitate initial reception imposed by Directive 77/486 and its recognition of the educative function of the immigrant child's mother tongue undoubtedly represent a step towards greater social justice. There is, however, still a need for supporting measures, particularly in the fields of preschool education and educational and vocational guidance.

Foreign children attending nursery schools regularly and under good conditions make astonishingly rapid progress in learning the language of the host environment between the ages of 3 and 5. After two or three years of preschool education, these children have little difficulty in coping with primary school and their behaviour there hardly differs from that of local children. Where there are problems, they arise either from the social/cultural level of the family or from difficulties in learning the mother tongue. The major step towards educability has already been taken at nursery school. As preschool education is not compulsory in any of the Member States, it cannot form the subject of a binding Community instrument. In line with the opinion of the European Parliament (Opinion on the proposal for a Directive on the education of the children of migrant workers, OJ N° C 280 of 8 December 1975, p. 48), the Commission intends to urge Member States to step up their efforts to provide free preschool education for all migrant workers' children.

Educational and vocational guidance is essential if migrant workers' children are to succeed in the host country's educational system, especially when the children concerned are aged between 8 and 16 on arrival.

For new arrivals, there is a need for a body withthe authority to determine - and ensure the application of - a suitable reception tuition system. Foreign adolescents from disadvantaged backgrounds urgently require the assistance of a vocational guidance service in choosing training channel offering some chance of a decent future or helping them to fulfil their social aspirations. Action by the competent authorities is a matter of urgency inthose cases where guidance services do not exist or are inaccessible to adolescent immigrants. The Commission will call on Member States to adapt their educational and vocational guidance services to the needs of migrants.

3. STATISTICS

The Statistical Office of the European Communities publishes details of the distribution of pupils by nationality and level of education in the Federal Republic of Germany, France, the Netherlands, Belgium and Luxembourg annually within the framework of its statistics on education. It is planned to refine these figures and extend their coverage to the other Member States as soon as possible.

Council Regulation N° 311/76 lays down arrangements for the compilation of harmonized statistics on foreign workers, which are to become fully operational in 1981. Preparatory work has been started and some information is already available.

During this preparatory phase, the statistics on foreign workers are being kept up-to-date by the Directorate-General for Employment and Social Affairs as part of its work under the action programme for migrant workers and their families and the provisions on freedom of movement. Other relevant information is provided by the Community labour force sample survey organized every two years in all the Member States.

It has not hitherto been possible to collect precise information on the non-working foreign population. The number of foreigners living in Member States is generally agreed to have been around 13 million in 1975. The Community labour force sample survey (Table IV) shows that for every foreign worker there is at least one non-working foreigner. It also reveals that the proportion of foreigners is higher in the 0-14 age group than in the population as a whole.

The statistics on schools (Table VII) reveal two important facts :

1. The proportion of foreign pupils is much lower in secondary education than in primary education.

2. The number of local pupils attending primary schools is falling, whereas the number of foreign pupils is increasing rapidly.

To the 1 500 000 foreign pupils registered at schools in the Community must be added more than half a million children of immigrants from the Commonwealth living in the United Kingdom. These pupils frequently experience the same problems as young migrants on the continent of Europe.

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TABLE I : Number of foreign workers entering the Member States each year since 1958 :

	Year	Number of foreign workers granted a first work permit	EEC workers	Italians
Six Member States	1958	176 000	110 000	85 000
	59	152 000	94 000	73 000
	60	333 000	207 000	171 000
	61	436 000	229 000	206 000
	62	514 000	222 000	199 000
	63	516 000	182 000	158 000
	64	638 000	190 000	164 000
	65	713 000	261 000	235 000
	66	595 000	213 000	189 000
	67	286 000	96 000	75 000
	68	522 000	164 000	142 000
	69	860 000	166 000	145 000
	70	946 000	203 000	176 000
	71	767 000	198 000	166 000
	72	623 000	195 000	161 000
Nine Member States	73	668 000	158 000	110 000
	74	266 000	98 000	55 000
	75	158 000	65 000	32 000
	76	162 000*	80 000*	47 000*

* Estimate : Figures no longer available for EEC workers.

TABLE II : Foreign workers in employment

	Year	Total number of foreign workers	Foreign workers as % of civilian employees
Six Member States	1965	2 622 000	4.6
	70	3 831 000	6.7
	71	4 285 000	7.4
	72	4 513 000	7.8
Nine Member States	73	6 552 000	7.8
	74	6 373 000	7.6
	75	6 107 000	7.3
	76	6 032 000	7.3

1976 TABLE III : Foreign workers employed in the Member States : breakdown by nationality

Country of origin (nationality) \ Host Country	BELGIUM (1) end 1976	DENMARK (1) 1.1.1976	GERMANY (1) 30.9.76 (2)	FRANCE (1) (2)	IRELAND (1) 1976	ITALY (1) (2)	LUXEMBOURG (1) 1.10.76	NETHERLANDS (1) 15.12.76	UNITED KINGDOM (1)	TOTAL
Belgium		160	9 350	25 000	12	771	7 500	17 846 a)	7 500r	68 000
Denmark	700		3 123	1 000	35	360	0	180 b)	2 000a	7 000
Germany	10 200	5 189		25 000	308	8 955	4 100	12 734 b) c)	71 000r	137 000
France	38 000	897	42 334		240	5 763	7 700	2 000 b)	16 500	114 000
Ireland	600	342	954	1 000		177	0	180 b)	452 000r	455 000
Italy	90 500	833	279 096	230 000	202		10 900	10 000 b)	72 000r	694 000
Luxembourg	2 000	5	1 250	2 000	0	41		60 b)	500	6 000
Netherlands	17 500	956	46 674	5 000	75	1 543	700		10 500	83 000
United Kingdom	9 300	4 120	23 395	11 000	..	6 305	300	7 000 b)		61 000
TOTAL EEC	168 800	12 502	406 176	300 000	872	23 915	31 200	50 000 b)	632 000r	1 625 000
Spain	28 000	689	107 518	265 000	14	2 286	2 100	4 922	37 000r	447 000
Greece	9 150	438	173 097	5 000	9	983	..	538	50 000a	239 000
Portugal	5 500	181	62 328	475 000	22	1 493	12 800	2 166	10 000a	569 000
Turkey	15 250	5 175	520 989	25 000	44	384	..	17 489	3 000a	587 000
Yugoslavia	2 750	4 043	387 222	50 000	8	4 354	600	4 808	4 000a	458 000
Algeria	3 000	181	1 427	440 000	0	..	..	..	600a	447 000
Morocco	27 000	876	15 435	130 000	0	..	..	7 847	2 000a	183 000
Tunisia	4 000	79	10 000 a)	70 000	0	..	..	657	200a	85 000
Other non-member countries	33 550	15 266	236 703	140 000	1 611	25 623	2 000	11 430	926 205 b) c)	1 392 000
TOTAL non-member countries	128 200	26 928	1 514 719	1 600 000	1 708	35 123	17 500	49 857 d)	1 033 005r	4 407 000
GENERAL TOTAL	297 000	39 430	1 920 895	1 900 000	2 580	59 038	48 700	100 000 b)	1 665 005	6 032 000

(Table III continued)

Note : r = corrected figure

BELGIUM : (1) Excluding frontier workers.
(2) Including unemployed and disabled persons - Ministry of Labour estimate.

DENMARK : (1) Excluding frontier workers and workers from other Scandinavian countries.

GERMANY : (1) Including frontier workers.
(2) New series : The Federal Labour Office's new series of statistics on employed persons liable to pay social security contributions begins on 30 June 1974 and is not entirely comparable with the figures published up to the reference date of 31 December 1972.
(a) Commission estimates.

FRANCE : (1) Excluding frontier workers.
(2) Ministry of Social Affairs estimates for end 1973 ; no more recent figures available.

IRELAND : (1) Excluding UK nationals.
(2) Number of work permits issued in 1976.

ITALY : (1) Excluding frontier workers.
(2) Annual average for 1975 ; no more recent figures available.

LUXEMBOURG : (1) Including frontier workers

NETHERLANDS : (1) Including Belgian and German frontier workers.
(a) Frontier workers on 1 December 1976.
(b) Commission estimates for end 1976.
(c) Including 734 German frontier workers on 1 June 1976.
(d) Number of current work permits for workers employed for less than five years.

UNITED KINGDOM : (1) Estimates of foreign workers born overseas, prepared by the Department of Employment from the 1971 census figures ; no more recent figures available.
(a) Commission estimates.
(b) Including 631 000 workers born in Commonwealth countries.

TABLE IV : Foreign workers placed in employment in 1975 (1) - New arrivals

Host country	Country of origin																					
	TOTAL		EEC		Italy		Non-member Countries (7)		Spain		Greece		Portugal		Turkey		Yugoslavia		North Africa			
	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975	1974	1975		
England	6 129	4 100	a)	a)	a)	a)	6 129	4 100	480	195	138	145	398	204	1 299	726	165	158	1 987	953		
Denmark	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)	(..)		
Germany	46 323	21 906	b)	b)	b)	b)	46 323	21 906	1 206	546	1 773	660	494	244	6 081	1 965	7 655	3 037	316	196		
France (c)	64 461	25 591	11 026	9 832	5 414	4 113	53 435	15 759	2 761	1 050	92	62	14 329	4 946	9 675	201	2 105	242	18 262	3 725		
(d)	131 783	124 126	740	548	298	169	131 044	123 578	107 298	109 215	(..)	(..)	2 094	2 138	1	(..)	196	259	20 757	11 488		
Ireland (3, 4)	1 172	1 321	558	571	258	216	614	750	109	18	5	6	13	12	10	40	7	4	(..)	(..)		
Italy (5, 6)	9 104	7 315	706	681			8 398	6 634	291	215	151	115	437	331	260	37	1 119	848	(..)	(..)		
Luxembourg (5)	6 773	4 546	2 054	1 848	326	274	4 719	2 698	230	85	3	2	3 878	2 181	11	4	318	168	(..)	(..)		
Netherlands (5)	22 913	29 487	7 010 a)	7 353 a)	853	587	15 903	22 134	3 194	873	171	134	653	771	4 705	7 584	1 730	1 055	1 080	5 440		
United Kingdom (4)	38 814	34 758	5 769	4 680	2 144	1 764	33 045	30 078	3 407	2 728	(..)	255	816	901	(..)	483	906	654	(..)	(..)		
OVERALL TOTAL	195 659	129 024	27 123	24 965	8 998	6 954	168 566	104 059	11 678	5 710	2 335	1 379	21 048	11 728	22 041	10 539	14 005	5 986	21 645	10 311		
	131 783	124 126	740	548	298	169	131 043	123 578	107 298	109 215	(..)	(..)	2 094	2 138	1	(..)	196	259	20 757	11 488		

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(Table IV continued)

(1) : Excluding frontier workers, except for Luxembourg.

(2) : In Belgium : Algerians, Moroccans and Tunisians ;
In Germany, France and the Netherlands : Moroccans and Tunisians ;
In the United Kindgom : Moroccans.

(3) : Ireland : the breakdown by nationality also includes workers already in the country (renewed work permits).

(4) : Ireland : including UK nationals
United Kingdom : excluding Irish nationals

(5) : Italy, Luxembourg and the Netherlands : including seasonal workers.

(6) : Italy : the figures for EEC workers do not include nationals of the three new Member States.

(7) : Nationals of non-member countries granted a first work permit.

(a) : Belgium : Following the abolition of work permits for EEC workers, Belgium is not yet in a position to give figures for new arrivals in this category.

(b) : Germany : Workers entering the country for the first time during the six months preceding the issue of a work permit or re-entering the country after a gap of more than three months. Figures for EEC workers newly arrived in Germany have not been available since January 1973 as a result of changes in the system of information returns to the social security departments.

(c) : Permanent workers

(d) : Seasonal workers.

(e) : Source : Maandstatistiek voor bevolking en volksgezondheid (monthly population and public health statistics), March 1976.

(f) : Incomplete figure : see (..) and footnotes (a) and (b).

TABLE V : Foreign workers placed in employment in 1976 (1) - New arrivals

Host Country	Country of origin									
	TOTAL	EEC	Italy	non-member countries (7)	Spain	Greece	Portugal	Turkey	Yugoslavia	North Africa
	1976	1976	1976	1976	1976	1976	1976	1976	1976	1976
Belgium	4 156	(A)	(a)	4 156	252	124	177	931	82	1 056
Denmark	(..)									
Germany (b)	80 000	56 000b	40 000b	24 140	659	831	138	2 642	2 067	(.)
France (c)	26 949	9 696	4 204	17 253	729	35	4 216	198	238	2 685
(d)	121 474	409	105	121 065	104 565	(.)	2 846	2	289	12 763
Ireland (3)	1 754	578	136	1 176	3	5	21	16	6	(.)
Italy (4, 5)	g) 5 000	g) 700		g) 4 300	150	100	200	30	450	(.)
Luxembourg (4)	28845	1 647	236	1 198	44	2	879	4	65	(.)
Netherlands (4)	16 519	e) 6 935	e) 651	9 584	491	111	306	2 730	361	1 113
United Kingdom (3)	24 410	3 940	1 440	20 470	935	179	522	75	144	(.)
OVERALL TOTAL	162 000 f)	80 000 f)	47 000 f)	82 000	3 263	1 387	6 459	6 626	3 413	4 854
	121 474	409	105	121 065	104 565	(.)	2 846	2	289	12 763

(Table V continued)

(1) : Excluding frontier workers, except for Luxembourg.

(2) : In Belgium : Algerians, Moroccans and Tunisians ;
In Germany, France and the Netherlands : Moroccans and Tunisians ;
In the United Kingdom : Moroccans.

(3) : Ireland : excluding UK nationals ;
United Kingdom : excluding Irish nationals.

(4) : Italy, Luxembourg and the Netherlands : including seasonal workers.

(5) : Italy : the figures for EEC workers do not include nationals of the three new Member States.

(6) : Nationals of non-member countries granted a first work permit.

(a) : Belgium : Following the abolition of work permits for EEC workers, Belgium is not yet in a position to give figures for new arrivals in this category.

(b) : Germany : Figures for EEC workers newly arrived in Germany have not been available since January 1973 as a result of changes in the system of information returns to the social security departments. The figures given under "EEC" and "Italy" are Commission estimates.

+ Germany : Non-Community workers entering the country for the first time during the six months preceding the issue of a work permit or re-entering the country after a gap of more than three months.

(c) : France : Permanent workers.

(d) : France : Seasonal workers.

(e) : Netherlands : Sources : Maandstatistiek voor bevolking en volksgezondheid (monthly population and publich health statistics), March 1976.

(f) : Incomplete figure : see (..) and footnotes (a) and (b).

(g) : Italy : Commission estimates.

TABLE VI : Foreign population of the Member States according to the 1975 labour force sample survey.

in '000s

	GERMANY	FRANCE	NETHER-LANDS	BELGIUM	LUXEM-BOURG	UNITED KINGDOM	IRELAND	DENMARK
Total population	60 491	50 132	13 230	9 616	358	54 295	3 038	4 945
Foreigners	3 818	3 065	268	682	77	1 714	57	82
%	6.3	6.1	2.0	7.1	21.5	3.2	1.9	1.7
Labour force	25 451	21 569	4 574	3 679	142	25 029	1 114	2 286
Foreigner	2 191	1 367	124	240	33	982	18	40
%	8.6	6.3	2.7	6.5	23.2	3.9	1.6	1.7
0-14 age group	11 600	10 698	3 065	2 048	66	11 991	881	1 009
Foreigners	959	824	75	215	21	226	16	23
%	8.3	7.7	2.4	10.5	31.8	1.9	1.8	2.3

Statistical Office

Note : Figures for Italy were not included as its foreign population is very small.

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TABLE VII : Foreign pupils in the schools of five Member States.

	Type of school		Germany		France		Netherlands		Belgium		Luxembourg	
			Pupils ('000s)	%	Pupils ('000s)	%	Pupils ('000s)	%	Pupils ('000s)	%	Pupils	%
1972/1973	Preschool	Total	61.5 (1)		-		-		443.9		8 753	
		For.	2.6 (1)	4.2	-		-		39.1	8.8	2 264	25.9
	Primary	Total	4 523.6		-		1 550.8		1 005.0		32 197	
		For.	149.1	3.3	-		12.4	0.8	93.0	9.3	7 798	24.2
	Secondary	Total	5 346.7		-		-		785.6		22 191	
		For.	111.5	2.1	-		-		52.4	6.7	3 439	15.5
1973/1974	Preschool	Total	75.9 (1)		-		-		442.7		8 847	
		For.	4.1 (1)	5.4	-		-		43.5	9.8	2 457	27.8
	Primary	Total	4 496.9		-		1 524.2		987.2		32 517	
		For.	174.3	3.9	-		15.7	1.0	96.9	9.8	8 563	26.3
	Secondary	Total	5 621.3		4 793.2		-		783.9		22 694	
		For.	135.1	2.4	156.0	3.3	-		57.9	7.4	3 696	16.3
1974/1975	Preschool	Total	86.2 (1)		2 540.5		-		442.0		8 786	
		For.	5.3 (1)	6.1	183.4	7.2	-		44.8	10.1	2 720	31.0
	Primary	Total	4 445.1		4 901.8		1 516.8		974.6		32 455	
		For.	193.2	4.3	369.8	7.5	19.7	1.3	99.0	10.2	9 142	28.2
	Secondary	Total	5 856.0		4 858.9		-		810.0		23 195	
		For.	169.4	2.9	173.3	3.6	-		60.9	7.5	4 087	17.6
1975/1976	Preschool	Total	88.4 (1)		2 608.4		518.9		439.0		8 909	
		For.	6.0 (1)	6.8	191.6	7.3	-		45.5	10.4	2 879	32.3
	Primary	Total	10 450.8		4 811.4		1 536.8		958.7		32 326	
		For.	394.8	3.8	371.4	7.7	23.7	1.5	99.6	10.4	9 599	29.7
	Secondary	Total			4 980.5		1 283.6 (2)		817.7		23 852	
		For.			228.1	4.6	7.2 (2)	0.6	63.1	7.7	4 333	18.2
1976/1977	Preschool	Total	1 765.2		2 601.2		498.8		428.4		8 613	
		For.	154.5	8.8	199.6	7.7	11.1	2.2	46.9	10.9	3 004	34.9
	Primary	Total	10 486.9		4 713.7		1 533.0		919.5		31 710	
		For.	409.7	3.9	375.2	8.0	27.6	1.8	96.9	10.5	9 803	30.9
	Secondary	Total			5 039.3		1 331.0 (2)		837.0		24 288	
		For.			232.7	4.6	9.6 (2)	0.7	65.4	7.8	4 330	17.8

(1) Schulkindergärten (nursery schools) only.
(2) Algemeen voortg. onderwijs, lager techn. onderwijs en lager huishoudonderwijs (secondary general, lower technical and lower domestic science education) only.